

**THE CORRELATION BETWEEN SQ3R METHOD AND READING  
COMPREHANSION AT THE SECOND YEAR STUDENTS OF  
JUNIOR HIGH SCHOOL 3 PANGKALAN KURAS  
DISTRIC PELALAWAN REGENCY**



**BY**

**SRI RAHAYU**

**NIM. 10614003506**

**FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU  
PEKANBARU  
1434 H/2013 M**

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A Thesis

Submitted to Fulfill One of Requirement  
Undergraduate Degree in English Education



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## **ABSTRAK**

**SRI RAHAYU, (2012): Korelasi antara Metode SQ3R dan Pemahaman Membaca Siswa Kelas Dua SMPN 3 Pangkalan Kuras.**

Berdasarkan gejala-gejala yang telah di ungkapkan, penulis melihat beberapa masalah yang harus dibahas dan dikuasai. Hal ini dapat dibuktikan melalui pra-research yang dilakukan oleh penulis sebelum melakukan penelitian yang menunjukkan beberapa kelemahan dari siswa seperti yang dijelaskan berikut ini:

Seluruh siswa telah mempelajari metode SQ3R dalam membaca teks akan tetapi sebagian besar siswa masih mengalami kesulitan dalam menjawab soal, sebagian besar siswa juga masih mengalami kesulitan dalam mengidentifikasi dalam menentukan ide pokok, sebagian besar siswa juga masih mengalami kesulitan dalam merespon makna. Seharusnya, setelah mempelajari metode SQ3R siswa akan lebih mudah dalam menjawab soal, mengidentifikasi ide pokok, dan merespon makna.

Desain penelitian ini adalah korelasi. Penelitian ini bertujuan untuk menemukan hubungan antara metode SQ3R dan pemahaman membaca. Subjek dari penelitian ini adalah siswa kelas dua SMPN 3 Pangkalan Kuras dan objek dari penelitian ini adalah metode SQ3R dan pemahaman membaca.

Populasi dalam penelitian ini adalah 100 siswa dan penulis mengambil 30% sebagai sampel. Dalam pengumpulan data, penulis menggunakan kuesioner untuk mengukur penerapan metode SQ3R dan tes untuk mengukur pemahaman membaca.

Dalam menganalisis data penulis menggunakan rumus produk moment korelasi dengan menggunakan SPSS 17. Penulis menemukan bahwa  $H_a$  diterima dan  $H_o$  di tolak dan juga dari hasil outputs terdapat tanda bintang yang berarti terdapat korelasi yang sangat signifikan. Korelasi antar dua variabel tersebut adalah positif. Itu berarti bahwa semakin sering guru menerapkan dan mengajarkan metode SQ3R kepada siswa dengan baik akan ada pengaruhnya terhadap pemahaman membaca siswa. Jadi, penerapan SQ3R method memiliki hubungan dengan pemahaman membaca.

## **ABSTRACT**

**SRI RAHAYU, (2012): The Correlation between SQ3R Method and Reading Comprehension at the second year students of SMPN 3 Pangkalan Kuras.**

In accordance with pre-observation, the writer has seen some problems that should be discussed and overcome. It was firstly proven by the writer, before doing the research which showed the problems as follows: All of the students have studied the SQ3R method in reading text. But, most of the students do not answer the questions, most of the students are difficult to identify the main idea and most of students are not able to response the meaning. Actually after they studied about the SQ3R method the students more easily in answering the question, identify the topic sentence and response the meaning.

The design of this study is correlation research. This research was aimed to find out the correlation between SQ3R method and reading Comprehension. The subject of this research was the second year students of Junior High School of Pangkalan Kuras District of Pelalawan Regency, whereas the object of this research was SQ3R method and reading comprehension.

The population of this research was 100 students and the writer took 30% as the sample for this research. In collecting the data, the writer used questionnaire for SQ3R method and test for reading comprehension.

In analyzing the data, the resercher used product moment correlation formula operated by SPSS 17. Finally, the resercher found that  $H_a$  was accepted and  $H_o$  is rejected. In outputs also show that there is a sign. The sign is show one star, means that the correlation is significant. Direction of correlation between two variables is positive. It means that, the teacher applied and teach the SQ3R method to the students, the more good the students' reading comprehension are, so the SQ3R method has relation with reading comprehension.

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Nothing is perfect but Allah SWT and neither is this work. Therefore, any comments, criticisms, and constructive suggestions for the improvement of this thesis will be highly appreciated. Hopefully this thesis can give meaningful contribution to further researches.

Pekanbaru June 11, 2012

Sri Rahayu

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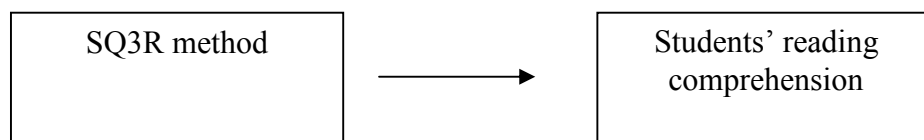
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## CHAPTER 111

### THE RESEARCH METHODOLOGY

#### A. The Design of the Research

The design of this research is correlation. This research investigates the question of whether there is systematic relationship between SQ3R method in reading English textbook and their reading comprehension. There are two variables in this research, independent and dependent variables. Hartono said that independent variable is a variable that's gives influence, and dependent variable is the one that is affected by independent variable<sup>1</sup>. The independent variable is SQ3R method which is labeled as "x" and dependent variable is students' reading comprehension which is labeled as "y".



#### B. The Location and Time of the Research

The research was conducted at the second year students of SMP N 3 Pangkalan Kuras. This research was started from Mei until June 2011.

#### C. The Subject and Object of the Research

The subject of this research was students of SMP N 3 Pangkalan Kuras. The object of this research was the correlation between SQ3R method and reading comprehension.

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<sup>1</sup> Hartono. *Statistik untuk Penelitian*. Yogyakarta: Pustaka Pelajar. 2004. P. 68

#### **D. The population and Sample of the Research**

The population of this study included all the second year students of SMPN 3 Pangkalan Kuras with population 100 students that consist of 3 classes. The writer took 30% as sample. If population less than 100 respondents we can took all of, but if more than 100 respondents we can took 10%, 15%, 20%, 25%, or more than. The sample of this research is 30% of 100 students they are 30 students.

#### **E. The techniques of the Data Collection**

To collect the data involved in this research, the writer was used some techniques:

##### **1. Questionnaire**

In order to obtain the students' motivation in reading English textbook, the writer was conducted by providing a set of questionnaire. The questionnaire consisted of 20 items in the form of 5 options; they are always, often, sometimes, seldom and never.

**TABLE I**  
**THE BLUE PRINT OF QUESTIONNAIRE**

Indicators	Number of items
1. The teacher develops the students' ability to survey and understand reading text. (this activity just check titles, headings, diagrams, maps, charts, and pictures)	2, 3, 4
2. The teacher motivates the students' to formulate and provide their own question then find the answer by by their own words ( the concept of Question).	5, 6, 7
3. The teacher gives a wat to the students' how to read for comprehension, locate concept and facts, record and reduce information in the margin (the concept of Read)	8, 9, 10,12,13,14
4. The teacher gives good ways to the students' to transfer information from reading text to long term memory (the concept of Recite).	15, 16, 17
5. The teacher stimulates the students be able to practice and rehearse the main concecept, reflect on key learning's, and anticipate exam questions (the concept of Review).	18, 19, 20

## 2. Test

To obtain the students' comprehension in reading, the writer was used a written test. The test consists of 4 passages narrative, spoof and hortatory exposition with 20 questions divided for each passage. The students were given 30 minutes to answer the test including some reading skill. The questions were in the form of multiple-choice items.

**TABLE II**  
**THE BLUE PRINT OF TEST**

Indicators	Number of items
1. The students are able to identify the main ideas.	1, 6, 19, 21, 24,
2. The students are able to infer the supporting detail, the students are able to conjecture about additional facts of the text.	2, 3, 4, 5, 17, 18, 20, 22, 23, 24
3. The students are able to infer the characters of person or type of person based on the text.	13, 15
4. The students are able to place people, thing, place, and events into categories.	7, 8, 9, 10, 11,12, 16,

### A. The Technique of Data Analysis

Because there are two variables x and y in this study, the writer used product moment coefficient of correlation to examine whether there is or no correlation between two variables, the writer used Person correlation coefficient SPSS 17.00 for windows in analyzing and calculating the data. The formula of product moment coefficient of correlation is:

$$r = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{(n \sum X_i^2 - (\sum X_i)^2)(n \sum Y_i^2 - (\sum Y_i)^2)}}$$

To calculate the students' score in answering the test, the following formula is used:

$$M = \frac{Y}{N} \times 100$$

Where: M: individual score

X: correct answer

N: Number of items

The scores of the students' mastery in the test were classified to determine their level of their mastery; the classification is as follows:

**TABLE III**  
**THE CLASSIFICATION OF STUDENTS' SCORES**

Score classification	Category
80 – 100	Very good
66 – 79	Good
56– 65	Enough
40 – 55	Less
30-39	Fail

According to Hartono, there are three ways to obtain the correlation between two variables are:

1. The r-table is employed to see whether or not there is a significant correlation between SQ3R method and their reading comprehension. The obtained value is consulted with the value of r-table product moment correlation  $df = N - nr$ .

Statistical hypothesis:

$$H_a = r_o \geq r \text{ table}$$

$$H_0 = r_o < r \text{ table}$$

Criteria of Hypothesis:



- a)  $H_a$  is accepted if  $r_o \geq r_{\text{table}}$  or it can be said that there is a significant correlation between SQ3R method and reading comprehension.
  - b)  $H_0$  is accepted if  $r_o < r_{\text{table}}$  or there is no significant correlation between SQ3R method and reading comprehension.
2. To compare sig. (2-tailed) or probability score with 0.05 as follow:
- a. Probability score  $> 0.05$ , it means that  $H_0$  is accepted.
  - b. Probability score  $< 0.05$ , it means that  $H_a$  is accepted.
3. Use the explanation of sign (\*\*/\*) under table, if there is the sign means that there is a significant correlation.

## CHAPTER I

### INTRODUCTION

#### A. Background

English teaching covers four skills, namely reading, listening, speaking and writing. Reading is one of main language skill that must be learned and developed by the students. It is a basic tool of education in daily life. Students are aware that almost 85% of learning activities consist of reading. It is available in newspaper, books, encyclopedias, magazines and etc. Therefore reading plays prominent role in grasping knowledge or information needed by students.

According to Kalayo, reading is an activity with purpose and also as a process<sup>1</sup>. The purpose of reading is determines appropriate approach to reading comprehension. Process here means, interactive process that goes on between the reader and the text, resulting is comprehension. The purpose of teaching reading in the school is the students are able to comprehend a text.

Reading comprehension is the process deriving meaning, from connected text<sup>2</sup>. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process but an active process. Good readers are aware of how well they understand a text while reading. So, when we read a text we should comprehend a text too.

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<sup>1</sup> Hasibuan, Kalayo, Muhammad Fauzan Ansyari S.Pd.I. *Teaching English As a foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press: 2007). P. 114

<sup>2</sup> Elizabeth S.Pang, et al, *Teaching Reading*. (Switzerland: International Academy of Education: 2003) P.6

Reading comprehension is a must for the students, because if the students comprehend or understand when they reading a text they can get many crucial information from the text. But, some of the students always get difficulties in comprehend a text. When the students reading a text, they just read but they do not understand what they read. Unability students in comprehending a text, it is caused by several factors like: lack of vocabulary, less motivation in reading a text, unability mastery some method in reading, etc.

According to Brown, method is the way of doing something<sup>3</sup>. The way here means, the way that can help something easily. In learning reading one of good methods can improve students' comprehension called Survey, Question, Read, Recite, Review (SQ3R). This method is practice method that can be applied in many learning approach.

The SQ3R method was developed by Francis Pleasant Robinson as a help to students who difficult to comprehend text. SQ3R method designed to help students in comprehend the text. This method was designed to help students become more active in their reading and get information of the text more easily. If the students apply this method well they will get good concentrate in reading. SQ3R also is simple guide to help the students in comprehension a text.

According to Mc Worther, SQ3R method is system improves reading efficiency and it is has been used successfully for many years.

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<sup>3</sup> Brown H, D, Principles of Language Learning and teaching. (San Fransisco California: San Fransisco State University, Addison Wesley Longman Inc: 1994) P. 90

SQ3R reading method has been used successfully for many years. Basically, SQ3R is a way of learning as you read it can be applied to a simple selection<sup>4</sup>.

1. Survey, become familiar with the overall content and organization of the material. And know it as pre-reading.
2. Question, formulate question about the material that you expect to be able to answer as you read.
3. Read, as you read each section, actively search for the answer to your guide question. When you find the answers, underline or mark portions of the texts that concisely state the information.
4. Recite, probably the most important part of the system, “recite” means that you should stop after each section or after each major heading, book away from the page, and try to remember the answer to your question.
5. Review, after you finished reading, go back through the material again, reading titles, introductions, summaries, headings, and graphics material.

The SMPN 3 Pangkalan Kuras is one of Junior High School in Pelalawan Regency. SMPN 3 Pangkalan Kuras adopt Kurikulum Tingkat Satuan Pendidikan (KTSP). The purpose of reading in syllabus in this school is to read aloud, respond the meaning and comprehend the meaning in simple short essay accurately, fluency, and accepted, around in recount and narrative. In this school, reading subject get more attention. To help the students in reading comprehension the teacher in this school has applied one of method is that SQ3R method. Based on observation and interview with Mrs. Herlina, teacher who teaches in this school. She has applied SQ3R method since one years ago. She practice this method twice in a week. After she practice this method in eight meeting she ask to students to practice this method in reading comprehension. As long as she applying this method she always follow the steps of this method well like:

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<sup>4</sup>Mc Worthner, K, *Efficient and Flexible Reading*. (New York: Harper Collins Publisher:1992) P.62

- a. The teacher come to class and give the subject to the students.
- b. The teacher explain about Survey is that, the student should survey the entire chapter. Attention should be drawn to titles, headings, diagrams, maps, charts, and pictures.
- c. The teacher explain about Question is that, the student should go back to the title and formulate a question based on the information in the title. This should also be done with all subsequent headings.
- d. The teacher explain about Read is that, the student reads the sections, looking for answers to his/her questions.
- e. The teacher explain about Recite is that, Looking away from the text and notes, the student recites answers to the questions in his/her own words.
- f. The teacher expalin about review is that, The student reviews the notes and chapter headings, checking for retention of the facts. To assist in memory, students should repeat the review stage after twenty-four hours and periodically afterwards.

After teacher do this method well, usually this method success to help students in increasing reading comprehension but, in fact this statement is contrast with the real. It can be seen from some of the students still get difficulties in reading comprehension, guessing the meaning obtaining general and specific information and make Summary, and also the scores of students still far fom KKM (Kriteria Ketuntasan Minimal) is that 6,5. Based on background above the writer interested to find out the solution about the problem in this school.

Shortly the phenomenon which indicates the problem mentioned above can be seen from the following phenomenon:

1. Some of the students do not answer the question from text.
2. Some of the students are difficult to identify the main idea.
3. Some of the students are not able to response the meaning of text.
4. Some of the students are not able to make summary after reading text.
5. Some of the students are not able to give a short general description of the text.

Based on the phenomenon above, the writer is interested in carrying out the research entitled: **“THE CORRELATION BETWEEN SURVEY, QUESTION, READ, RECITE , REVIEW (SQ3R) METHOD AND READING COMPREHANSION AT THE SECOND YEAR STUDENTS OF SMPN 3 PANGKALAN KURAS PELALAWAN”**.

## **B. The Definition of the Term**

The topic of this research is correlation between SQ3R method and reading comprehension at the second year students of SMP N 3 Pangkalan Kuras. To avoid misunderstanding and misinterpretation, it is necessary to define some terms used in this research as follows:

## 1. Correlation

Correlation is a measure of the strength of the relationship between two sets of data<sup>5</sup>. The correlation in this paper is a study or an effort to find a relationship between independent variable ( students SQ3R method) and dependent variable ( students reading comprehension).

## 2. SQ3R method

SQ3R is the way of learning as reader to read. It was built in 1940s by Robinson and it is the abbreviation of survey, Question, Read, recite, review<sup>6</sup>.

## 3. Reading Comprehension

Reading comprehension is the process of making sense of words, sentences, connected text<sup>7</sup>. However, a reader has to produce comprehension after reading the text because reading is complex activity by doing observation, understanding, and thinking. In this study, reading comprehension deals with answer questions based on the text.

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<sup>5</sup> Jack C. Richards et al, *Longman Dictionary of Language Teaching and applied Linguistics*. (England: British Library:1992) P. 89

<sup>6</sup> Mc Worther, K, *Efficient and Flexible Reading*. (New York: Harper Collins Publisher:1992) P.62

<sup>7</sup> Elizabeth S.Pang, et al, *Teaching Reading*. (Switzerland: International Academy of Education: 2003) P.6

## **C. The Problem**

### **1. Identification of the Problems**

Based on the descriptions and several phenomenon above, there are some problems dealing in this research. The problems can be identified in following questions:

- a. Why do the students are not able to answer the question from text?
- b. Why do the some of the students get difficulties in identify main idea?
- c. Why are some of the students not able to respons the meaning of text?
- d. Why are some of the students not able to make summary?
- e. Why are some of the students not able to give a short general description?

### **b. Limitation of the Problems**

Based on the identification above, the writer limits the problem of the research on the correlation between SQ3R method and reading comprehension at the second year students of SMP N 3 Pangkalan Kuras.

### **c. Formulation of the Problems**

Based on limitation of the problem above, therefore the problems in this research will be formulated in to research questions, as follow:

- a. How is SQ3R method ?
- b. How is the students' reading comprehension in SMP N 3 Pangkalan Kuras?



- c. Is there any significant correlation between SQ3R method and reading comprehension in SMP N Pangkalan Kuras?

#### **D. The objective and significance of the research**

##### **a. The objective of the Research**

Based on the formulation of the problems previously, there are some objectives that will be researched in this study as follows:

1. To find out students' reading comprehension in SMPN 3 Pangkalan Kuras?
2. To find out whether there is or no correlation between SQ3R method and reading comprehension at the second year students of SMPN 3 Pangkalan Kuras?

##### **b. The significance**

By doing this research, the result would be righteously useful in some insides. The significance are:

##### **1. The significance for the teacher**

1. To help teacher in improving SQ3R method.
2. To share some crucial information about SQ3R method with the teacher.
3. To help teacher become easier in explain SQ3R method to the students.

## **2.The significance for the school.**

1. To give suggest to the school SQ3R method is good method that have to use in teaching reading.
2. To help the school in increasing the scores of students who get low scores in English subject.

## **3. The significance for the researcher**

1. To complete a requirement intended to finish the writer study program at English Education Department of Education and Teacher Training Faculty of State Islamic University of Suska Riau.
2. To give motivation to the writer in using SQ3R method.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Theoretical Framework**

Theoretical framework is a basic thing to investigate a problem that used to get the correctness in a research. Before knowing what the SQ3R method is, the definition of reading will be explained first.

Reading is one of most important language skills should be developed inside and outside the classroom. It is also one of ways to get information.

Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text.

Reading is something we do with books and other print materials, certainly. But sometimes we also read things like the sky when we want to know what weather is doing, someone's expression or body language when we want to know someone miss thinking or feeling, or unpredictable situation so we will know what the best course of action is. As well as reading gather information, 'reading' can mean such diverse things as interpreting, analyzing, or attempting to make predictions.

In other word, reading is an interactive process that goes on between the reader and the text, resulting in Comprehension<sup>1</sup>. Meaning that when we read some written material, there is an interaction happen between the reader and the text where the readers transfer information from what they read. Longman said that reading comprehension is the result of understanding of reading<sup>2</sup>.

Based on the Haycraft there are two kinds of reading Intensive reading, where the student is expected to read short passage and understand everything, and extensive reading, where the students reads to understand the main idea of a passage, but it is not concerned with understanding every word.<sup>3</sup>

From all the opinions about reading, it can conclude that reading is the process of interaction between reader and the written material in transferring, understanding and comprehending what is writing in written material. In other word reading is skill that presents the writer's ideas, telling moods, and sensory impression. In reading, the reader must have good interaction with the text in order to get the meaning from the text.

### **1.The Nature of Reading Comprehension**

Comprehension is the process of making sense of words, sentences, and connected text. Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as thinking and

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<sup>1</sup> Hasibuan, Kalayo, Muhammad Fauzan Ansyari S.Pd.I. *Teaching English As a foreign Language*. (Pekanbaru: Alaf Riau Graha UNRI Press: 2007). P. 114

<sup>2</sup> Jack C. Richard et al, *Longman Dictionary of Language Teaching and applied Linguistics*. (England: British Library:1999) P. 89

<sup>3</sup> Haycraft, Jhon . *An Introduction To English Language Teaching*. United Kingdom: Longman Group 1991) P. 119

reasoning. Therefore, comprehension is not a passive process, but an active process. Good readers are aware of how well they understand a text while reading. Good readers also take active steps to overcome difficulties in comprehension. Students can be instructed in strategies to improve text comprehension and information use.

According to Barret, there are five levels of comprehension, is that: literal comprehension, reorganization, inferential comprehension, evaluation and appreciation<sup>4</sup>.

#### **a. Literal comprehension**

This level focuses on ideas and information which are explicitly stated in the selection. This level divides in to two there are:

##### **1. Recognition**

Recognition required the students to locate or identify ideas or information explicitly stated in the reading selection itself.

Recognition tasks are:

- a. Recognition of details, the students identify facts such as the names of characters, the time of the story, or the place of the story.
- b. Recognition of main ideas, the students are asked to locate or identify an explicit statement in or from a selection which is a main idea of a paragraph.

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<sup>4</sup> Barret, *The barret Taxonomy of cognitive and effective dimension of reading comprehennsion* 1968. From (<http://joebyrna.net/curriculum/barret.pdf>)

- c. Recognition of a sequence, the students are required to locate or identify the order of incidents or actions explicitly stated in the selection.
- d. Recognition of comparison, the students are requested to locate or identify likenesses and differences in characters, times, and places that are explicitly stated in the selection.
- e. Recognition of cause and effect relationship, the students identify the explicitly stated reasons for certain happenings or actions in the selection.
- f. Recognition of character traits, the students are required to identify or locate explicitly statements about a character which help to point up the type of person he or she.

## **2. Recall**

Recall requires the students to produce from memory ideas and information explicitly stated in the reading selection, recall tasks are:

- a. Recalls of main ideas, the students are required to state the main idea of a paragraph when the main idea is explicitly stated in the selection.
- b. Recall of a sequence, the students are asked to provide from memory the order of incidents or actions explicitly stated in the selection.

- c. Recall of comparison, the students are required to call up from memory the likenesses and differences in characters, times, and places that are explicitly stated in the selection.
- d. Recall of cause and effect relationships, the students are requested to produce from memory explicitly stated reasons for certain happenings or action in the selection.
- e. Recall of character traits, the students are asked to call up from memory explicitly statements about characters which illustrate the type of persons they are.

**b. Reorganization**

Reorganization required the students to analyze, synthesize, and organize ideas or information explicitly stated in the selection. Reorganization tasks are:

1. Classifying, the students are required to place people, things, places, and events into categories. The key to this level is that things must be sorted into category or a class.
2. Outlining, the students is requested to organize the selection in outline form using direct statements or paraphrased statements from the selection.
3. Summarizing, the students are asked to condense the selection using direct or paraphrased statements from the selection.
4. Synthesizing, the students are requested to consolidate explicit ideas or information from more than one source.

**c. Inferential comprehension**

Inferential comprehension is demonstrated by the students when he or she uses the ideas and information explicitly stated in the selection, his or her intuition, and his or her personal experience as a basis for conjectures and hypotheses.

1. Inferring supporting details, the students are asked to conjecture about additional facts the author might have included in the selection which would have made it more informative, interesting, or appealing.
2. Inferring main ideas, the students are required to provide main idea, general significance, theme or moral which is not explicitly stated in the selection.
3. Inferring sequence, the students may be asked to hypothesize about what would happen next if the selection had not ended as it did but had been extended.
4. Inferring comparisons, the students are required to infer likenesses and differences in characters, times, places, things, or ideas. Such inferential comparisons revolve around ideas, such as: here and there, then and now, he and she. The students are required to hypothesize about the motivations of characters and their interactions with time and place.



5. Inferring character traits, the students are asked to hypothesize about the nature of characters on the basis of explicit clues presented in the selection.
6. Predicting outcomes, the students are requested to read an initial portion of a selection and on the basis of this reading he or she required to conjecture about the outcome of the selection.
7. Interpreting figurative language, the students are asked to infer literal meanings from the author's figurative use of language.

**d. Evaluation**

In this level the students are required responses by the students which indicate that he or she has made an evaluation judgment by comparing ideas presented in the selection with external criteria provided by the teacher, other authorities, or other written sources.

1. Judgments of reality or fantasy, such as question calls for a judgment by the reader based on reader experience.
2. Judgments of fact or opinion, the students analyze and evaluate the writing on the basis of the knowledge he or she has on the subject as well as to analyze and evaluate the intent of the author.

3. Judgments of adequacy and validity, the reader compare written sources of information with an eye toward agreement and disagreement and completeness.
4. Judgments of appropriateness, such a question require the reader to make a judgment about the relative adequacy of different parts of the selection to answer the question.
5. Judgments of worth, desirability and acceptability, such a question based on the reader's moral code or his or her value system.

**e. Appreciation**

This level involves all the previously cited cognitive dimensions of reading, for it deals with the psychological and aesthetic impact of the selection on the reader.

1. Emotional response to the content, the students are required to verbalize his or her feelings about the selection in terms of interest, excitement, boredom, fear, hate, imusement.it is concerned with the emotional impact of the total work on the reader.
2. Identification with characters or incidents, teacher's question of this nature will elicit responses from the reader which demonstrate his or her sensitivity to, symphaty for, and empathy with characters, happenings, and ideas portrayed by the author.

3. Reactions to the author's use of language, in this level the students are required to respond to the author's craftsmanship in terms of the semantic dimension of the selection, namely, connotations, and denotations of word.
4. Imagery, the reader is required to verbalize his or her feelings with regard to the author's artistic ability to paint word pictures which cause the reader to visualize, smell, taste, hear or feel.

## **2. The Nature of SQ3R Method**

SQ3R method is a method that was designed by Francis Pleasant Robinson to help learners understand the meaning of the content text<sup>5</sup>. This method was developed in the 1940s, and it has been successful for many years.

According to Worther, SQ3R is the way of learning as you read. It was built in 1940s by Robinson, and it is an abbreviation of survey, question, read, recite and review. Worther said that, the SQ3R reading method has been used successfully for many years. Considerable experiment has been done and the system has proven effective in increasing students' retention. It is especially useful for textbooks and other highly factual, well-organized materials. Basically, SQ3R is the way of learning as you read. Each of the steps in the system is briefly summarized, and then you will see how it can be applied to a sample selection. The steps of SQ3R can be described as follows:

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<sup>5</sup> Mc Worther, K, *Efficient and Flexible Reading*. (New York: Harper Collins Publisher:1992) P.62

1. Survey, become familiar with the overall content and organization of the material and know it as pre-reading. Mc.Worther said that; pre-reading/survey is a way to familiarize you quickly with the organization and content of the material. Pre-reading involves getting a quick impression or overview of what you are going to read before beginning to read and pre-reading involves looking only at those parts of the reading material that will tell you what it is about or how it is organized. The ways of pre-reading are: read the title, read the introduction, or opening paragraph, read each boldface heading, read the first sentence, under each heading, and notice any typographical aids.
2. Question, formulate question about the material that you expect to be able to answer as you read. Mc.Worther said that; your purpose of reading should be as specific as possible. One of the best ways to develop specific purpose from guide question. Turning the chapter or essay title and headings into questions that you will try to answer as you read can from guide question. To put guide questions that beg  
In with What, Why, or How are useful because they usually require you to think or to consolidate and ideas.

Title : Immune System

Question : How does the immune system work?

What does it do?

What happens when it does not work?

3. Read, as you read each section, actively search for the answer to your guide question. When you find the answer, underline or mark portions of the text that concisely state the information.
4. Recite, probably the most important part of the system, 'recite' means that you should stop after each section or after each major heading, look away from the page, and try to remember the answer to your question.
5. Review, after you finish reading, go back through the material again, reading titles, introductions, summaries, headings, and graphic material.

Paulston and Newton said that, SQ3R, which stands for Survey, Question, Read, Recite and Review, are five steps to be followed in technical reading.

1. Survey, When you are assigned a section of textbook to study, first survey the pages to get a general idea of the material. Skim quickly over the topic headings: look at pictures, graphs, charts, or diagrams: see if there are questions or a summary at the end.
2. Question, After a rapid survey, ask yourself questions based on the material you have surveyed. This helps you to read with a purpose, looking for specific answers and anticipating essential points of information.
3. Read, Next read as rapidly as possible. Because you know what you are looking for and where you are going, your reading speed should be faster than if you had not first surveyed the pages and formulated questions for which you are seeking answers.

4. Recite, At the end of each section, summarize the material by reciting to yourself the important points. This helps you consolidate the information you have read, relate it previous information, and prepare yourself for what is to follow.
5. Review, Finally, when you have finished the assignment, immediately review the material so that it will be form a unified whole. Also when you have the next surveying it rapidly to refresh your memory. Each section though read sparetely and at different times, will fit together into the total organization of the material that the author intended.

The purpose of SQ3R method according to Worther that SQ3R method is a system that improves your reading efficiency in three ways<sup>6</sup>:

1. Increasing your comprehension; most directly by S and Q steps. By surveying or rereading, you acquire an overview of the material that serves as an outline to follow as you read. In the question step, you focused on identifying what is the important ideas as you read.
2. Increasing your recite; your recite will improve through “recite and review steps”. It can be tasted by you after finishing reading text.
3. It saves your variable time by encouraging you learn as you read.

Based on the explenation above, the writer can conducted that SQ3R is the key for readers to increase their reading achivement and help students become inpendent readers. SQ3R method makes students easy to identify the meaning, main idea, and word formation in reading text.

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<sup>6</sup>Ibid 68

According to Marry Baret, SQ3R is an excellent place to begin your lesson planning because it incorporates all three aspects of lesson design: previewing before you read, staying active while you read, and reviewing concepts after you finish reading.

### **SQ3R - Reading Efficiently**

#### **S = Survey/Skim**

- Preview the entire assigned reading. (Skimming Rate)
  - Think about the chapter title; access prior knowledge.
  - Carefully read the introduction to the chapter.
  - Read the bold-faced headings.
  - Skim the whole chapter, especially the first sentences of each paragraph, illustrations, graphics, etc.
  - Carefully read the summary at the end of the chapter.

#### **Q – Question**

- Ask a question about each bold-faced heading.

Ex: CAUSES OF THE DEPRESSION

What caused the depression? How many causes are there?

- Improve comprehension by 50% by focusing on finding the answer.
- Make predictions about what information the section will contain.

#### **R = Read**

- Read slowly and carefully IF your purpose is complete understanding AND the material is unfamiliar. (Study Rate)

- Read more quickly IF your purpose is to find the main idea OR you are already familiar with the topic. (Average Rate)
- Be on the lookout for the answers to the questions you asked.
- Read critically; in other words, don't accept everything at face value.

**R = Recite**

- Answer the questions as you read.
  - Use the SKRAWL notes format.
  - Create RAPT, HUG, Map, or a Graphic Organizer notes.
- Participate in a discussion.

**R = Review**

- Summarize in your own words as soon as you finish reading.
- Review on a regular basis (next day, next week, next month).
- Test yourself by studying aloud with a partner.



## **B. The Relevant Research**

There are some previous researches concerning with reading achievement. One of which was conducted by Elhafizah. In her research, she focused in correlation between learning by SQ3R method and students' interest in understanding reading text. She found out that by implementing by SQ3R method could influence the reading ability and reading interest of students. Based on her data presentation and the analysis, it is concluded that:

1. Understanding reading text need sufficient vocabularies to encode the verbal communication underlined by the ideas explored in the mind of the authors also needs appropriate reading methods. The most famous reading method employed by successful readers all over the world is the SQ3R, understanding context clues, skimming and scanning.
2. Learning by using SQ3R reading method, in fact, correlated significantly with the students' understanding reading text. This is provided by result of statistical and hypothesis testing that reads the value of  $r$  observed was higher than that of  $r$  critic both 5% and 1% significant levels ( $0,304 < 0,53 > 0,393$ ).
3. The students' interest in understanding reading text is categorized enough the data.

Secondly, it was conducted by Sarnoto. In his research he focused on a comparisons on the student's reading achievement by using SQ3E method between those students who are majoring science and social science. He found out that there were no significant difference on the reading achievement

between students in majoring science and social science by using SQ3R method. In his research, he just found different on students understanding in reading text based on his data analysis:

1. Some of the students were difficult to identify the meaning of phrase and sentence.
2. Some of the students were difficult to identify the topic sentence, main idea, and word formation in reading text.
3. Some of the students were difficult to find detailed information or answer to a particular question.

### **C. The Operational Concept.**

A concept is an element that avoids misinterpreting and understanding in a scientific research. As a concept, it is still abstract forms. In a research plan, the concept has to be interpreted into particular words in order to be easy to measure. It means that operational concept is needed to avoid misinterpreting to the paper content. In this research, the writer concludes several factors to be operated that describe the operational, as follows:

Variable X:

1. The teacher develops the students' ability to survey and understand reading text. (this activity just check titles, headings, diagrams, maps, charts, and pictures)
2. The teacher motivates the students' to formulate and provide their own question then find the answer by by their own words ( the concept of Question).

3. The teacher gives a way to the students' how to read for comprehension, locate concept and facts, record and reduce information in the margin (the concept of Read)
4. The teacher gives good ways to the students' to transfer information from reading text to long term memory (the concept of Recite).
5. The teacher stimulates the students be able to practice and rehearse the main concept, reflect on key learning's, and anticipate exam questions (the concept of Review).
6. The teacher gives a good way to the students' to determine the word formation, main idea, and topic sentence in reading text, one of SQ3R method purpose.

Variable Y:

1. The students are able to identify the main ideas.
2. The students are able to response the meaning of the text.
3. The students are able to infer the characters of person or type of person based on the text.
4. The students are able to place people, thing, place, and events into categories.

#### **D. Assumption and Hypothesis**

Before formulating hypothesis as a temporary answer to the problem, the writer would like to present some assumption as follows:

##### **1. The Assumption**

- a. SQ3R method can help students comprehend the reading text.

- b. The respondents who are treated with SQ3R method achieve better reading comprehension than those who are not treated with SQ3R method.
- c. SQ3R method can influence students reading comprehension.

## **2. The Hypothesis**

### **a. The Alternative Hypothesis ( $H_a$ )**

There is a significant correlation between SQ3R method and reading comprehension at the second year students of SMP N 3 Pangkalan Kuras.

### **b. The Null Hypothesis**

There is no significant correlation between SQ3R method and reading comprehension at the second year students of SMPN 3 Pangkalan Kuras.

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

The aim of this research is to investigate the correlation between SQ3R method and reading comprehension at the second year of SMP N 3 Pangkalan Kuras. There are two variables in this research, independent variable and dependent variable.

The independent variable which is symbolized by “x” is SQ3R method, it was investigated by using questionnaire to the second year students of SMP N 3 Pangkalan Kuras. There were 20 item, measured by using rating scale (always, often, sometimes, seldom, never) with range of score 5, 4, 3, 2, 1, for each.

The dependent variable which is symbolized by “y” is students’ reading comprehension. As known, by conducting a test to the second year students of SMP N 3 Pangkalan Kuras. The test consisted of 25 items in multiple choices.

1. The data of SQ3R method could be seen in the presentation as follows:

**TABLE IV**

*My teacher ask me to chek the tittle, headings and picture before read a text.*

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	11	36,67%
3	Sometimes	9	30%
4	Seldom	1	3.34%
5	Never	0	0%
	Total	30	100%

The table above shows that 9 students who always said that their teacher ask them to chek the tittle, headings and picture before read text, and 11 students who often, 9 students who sometimes, 1 students who seldom and none of students who never said. The data above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher ask them to check the tittle, headings and picture before read text.

**TABLE V**

*My teacher ask me to guess the synopsis of the text based on the tittle and picture*

NO	ALTERNATIVE	F	T
1	Always	12	40%
2	Often	12	40%
3	Sometimes	3	10%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows that 12 students who always said that their teacher ask them to guess the synopsis of the text based on the tittle and picture, and 12 students who often, 3 students who sometimes, 3 students who seldom and none who never. The table above indicates that most of the second year students at

SMPN 3 Pangkalan Kuras said that their teacher always ask them to guess the synopsis of the text based on the tittle and picture.

**TABLE VI**

*My teacher ask me to guess the topic of the text based on the tittle and picture.*

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	11	36,67%
3	Sometimes	8	26.67%
4	Seldom	2	6.67%
5	Never	0	0%
	Total	30	100%

The table above shows that 9 students who said that their teacher ask them to guess the topic the text based on the tittle and picture, and 11 students who often, 8 students who sometimes, and 2 students who seldom and none student who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to guess the topic of the text based on the tittle and picture.

**TABLE VII**

*My teacher ask me to practice the concept of survey of SQ3R method*

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	13	43,34%
3	Sometimes	6	20%
4	Seldom	2	6,67%
5	Never		6.67%
	Total	30	100%

The table above shows that 9 students who always said that their teacher ask them to practice the concept of survey and 13 students who often, and 6 students who sometimes, and 2 students who seldom, and none students who never. the table above indicates that most of the second year students at SMNP 3 Pangkalan Kuras often said that their teacher ask them to practice the concept of survey in reading a text.

**TABLE VIII**

*My teacher ask me to practice the concept of question of SQ3R method in reading a text.*

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	13	43,34%
3	Sometimes	6	20%
4	Seldom	2	6,67%
5	Never	0	0%
	Total	30	100%

The table above shows that 9 students who always said that their teacher ask them to practice the concept of question in reading a text, 13 students who often, 6 students who sometimes, 2 students who seldom, and none of the students who never. The table above indicates that most of the second year students at SMPN 3 Pankalan Kuras said that their teacher often ask them to practice the concept of question in reading a text.



**TABLE IX**

*My teacher ask me to make my own question based on the information of the  
tittle*

NO	ALTERNATIVE	F	T
1	Always	9	30%
2	Often	10	33,34%
3	Sometimes	10	33,34%
4	Seldom	1	3,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 9 students who always said that their teacher ask them to make their own question based on the information of the tittle, and 10 students who often, and 10 students who sometimes, and 1 students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to make their own question based on the information of the tittle.

**TABLE X**

*My teacher ask me to make predictions about what information the section  
will contain*

NO	ALTERNATIVE	F	T
1	Always	8	26,67%
2	Often	8	26,67%
3	Sometimes	10	33,34%
4	Seldom	4	13,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 8 students who said that their teacher ask them to make predictions about what information the section will contain and 8 students who often, and 10 students who sometimes, and 4 students who seldom, and none student who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher sometimes ask them to make predictions about information the section will contain.

**TABLE XI**

*My teacher ask me to practice the qoncept of read in reading a text.*

NO	ALTERNATIVE	F	T
1	Always	6	20%
2	Often	12	33,34%
3	Sometimes	10	33,34%
4	Seldom	2	6,67%
5	Never	0	0%
	Total	30	100%

The table above shows that 6 students who always said that their teacher ask them to practice the concept of read, and 12 students who often, and 10 students who sometimes, and 2 students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to practice the concept of read in reading a text.

**TABLE XII**

*My teacher ask me to read for comprehension.*

NO	ALTERNATIVE	F	T
1	Always	8	26,67%
2	Often	11	36,67%

3	Sometimes	10	33,34%
4	Seldom	1	3,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 8 students who always said that their teacher ask them to read for comprehension, and 11 students who often, and 10 students who sometimes, and 2 students who seldom, and none student who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to read for comprehension.

**TABLE XIII**

*My teacher ask me to reading much more focused*

NO	ALTERNATIVE	F	T
1	Always	6	20 %
2	Often	13	43,34%
3	Sometimes	9	30%
4	Seldom	2	6,67%
5	Never	0	0%
	Total	30	100%

The table above shows that 6 student who always said that their teacher ask them to reading much more focused, and 13 students who often, and 9 students who sometimes, and 2 students who seldom, and none students who never. The table above indicates that most of the second year

students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to reading much more focused.

**TABLE XIV**

*My teacher ask me to find out the main idea in each paragraph*

NO	ALTERNATIVE	F	T
1	Always	4	13,34%
2	Often	18	60%
3	Sometimes	6	20%
4	Seldom	2	6,67%
5	Never	0	0%
	Total	30	100%

The table above shows that 4 students who always said that their teacher ask them to find out the main idea in each paragraph and 18 students who often, and 6 students who sometimes, and 2 students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to find out the main idea in each paragraph.

**TABLE XV**

*My teacher ask me to answer my own questions*

NO	ALTERNATIVE	F	T
1	Always	4	13,34%
2	Often	18	60%
3	Sometimes	8	26,67%
4	Seldom	0	0%
5	Never	0	0%
	Total	30	100%

The table above shows that 4 students who always said that their teacher ask them to answer their own questions and 18 students who often, and 8 students who sometimes, and none of the student who seldom and

never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to answer their own questions.

**TABLE XVI**

*My teacher ask me to find out the important information in text*

NO	ALTERNATIVE	F	T
1	Always	8	26,67%
2	Often	12	40%
3	Sometimes	7	23,34%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows that 8 student who always said that their teacher ask them to find out the important information in text, 12 students who often, 7 students who sometimes, and 3 students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to find out the important information in text.

**TABLE XVII**

*My teacher ask me to practice the concept of recite*

NO	ALTERNATIVE	F	T
1	Always	7	23,34%
2	Often	9	30%
3	Sometimes	8	26,67%
4	Seldom	6	20%
5	Never	0	0%
	Total	30	100%

The table above shows that 7 students who always said that their teacher ask them to practice the concept of recite, and 9 students who often,

8 students who sometimes, and 6 students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to practice the concept of recite.

**TABLE XVIII**

*My teacher ask me to underline important points what I have just read.*

NO	ALTERNATIVE	F	T
1	Always	13	43,34%
2	Often	10	33,34%
3	Sometimes	4	13,34%
4	Seldom	3	10%
5	Never	0	0%
	Total	30	100%

The table above shows that 13 students who always said that their teacher ask them to underline important points what they have just read, and 10 students who often, and 4 students who sometimes, and 3students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher always ask them to underline important points what they have just read.

**TABLE XIX**

*My teacher ask me to remember the definition of terms in text.*

NO	ALTERNATIVE	F	T
1	Always	12	40%

2	Often	15	50%
3	Sometimes	1	3,34%
4	Seldom	2	6,67%
5	Never	0	0%
	Total	30	100%

The table above shows that 12 students who always said that their teacher ask them to remember the definition of terms in text, 15 students who often, and 1 students who sometimes, and 2 students who seldom, and none student who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to remember the definition of terms in text.

**TABLE XX**

*My teacher ask me to save all of the important information in my memory*

NO	ALTERNATIVE	F	T
1	Always	12	40%
2	Often	15	50%
3	Sometimes	2	6,67%
4	Seldom	1	3,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 12 students who always said that their teacher ask them to save all of the important informations in their memory, 15 students who often, and 2 students who sometimes, and 1 students who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to save all of the important informations in their memory.

**TABLE XXI**

*My teacher ask me to practice the concept of review*

NO	ALTERNATIVE	F	T
1	Always	12	40%
2	Often	13	43,34%
3	Sometimes	4	13,34%
4	Seldom	1	3,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 12 students always said that their teacher ask them to prectice the concept of review, 13 students who often, and 4 students who sometimes, and 1 student who seldom, and none students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher often ask them to practice the concept of review.

**TABLE XXII**

*My teacher ask me to retell the main idea in each paragraph*

NO	ALTERNATIVE	F	T
1	Always	16	53,34%
2	Often	9	30%
3	Sometimes	14	46,67%
4	Seldom	1	3,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 16 students who always said that their teacher ask them to retell the main idea in each paragraph, 9 students who often, 14 students who sometimes, and 1 students who seldom, and none of the students who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher always ask them to retell the main idea in each paragraph.



**TABLE XXIII**

*My teacher ask me to make conclusion after reading a text.*

NO	ALTERNATIVE	F	T
1	Always	16	53,34%
2	Often	8	26,67%
3	Sometimes	3	10%
4	Seldom	1	3,34%
5	Never	0	0%
	Total	30	100%

The table above shows that 16 student who always said that their teacher ask them to make conclusion after red a text, 8 students who often, 3 students who sometimes, 1 students who seldom, and none student who never. The table above indicates that most of the second year students at SMPN 3 Pangkalan Kuras said that their teacher always ask them to make conclusion after read a text.

**TABLE XXIV**  
**THE SCORE OF QUESTIONNAIRE**

<b>Students</b>	<b>Score</b>	<b>Level</b>
1	73	Good
2	100	Very Good
3	83	Very Good
4	72	Good
5	93	Very Good
6	85	Very Enough
7	84	Very Enough
8	72	Enough
9	100	Very Enough
10	72	Good
11	80	Very Enough
12	76	Good
13	96	Very good
14	40	Less
15	79	Good
16	84	Very Good
17	86	Very Enough
18	66	Good
19	81	Very Good
20	79	Good
21	73	Good
22	75	Good
23	83	Very Good
24	81	Very Good
25	66	Good
26	69	Good
27	83	Very Good
28	75	Good
29	78	Good
30	79	Good
Total	2191	
Mean	73,03	

From the table show that from 30 students who responded the questionnaire,. The mean score of SQ3R method 73,03 the score can be categorized as “good”. It means that the teacher in SMPN 3 Pangkalan Kuras have applied and teach the students about the SQ3R method well.

2. The presentation of students’ reading comprehension.

**TABLE XXV**  
**THE STUDENTS' READING TEST RESULT**

STUDENTS	CORRECT ANSWERS	SCORE
1	10	50
2	18	90
3	15	75
4	50	50
5	15	75
6	10	50
7	10	50
8	12	60
9	15	75
10	11	55
11	10	50
12	13	65
13	12	60
14	12	60
15	12	60
16	12	60
17	11	55
18	12	60
19	13	65
20	11	55
21	13	65
22	10	50
23	13	65
24	12	60
25	14	70
26	11	55
27	15	75
28	13	65
29	12	60
30	14	70
Average		59,5

### **B. The Data Analysis**

This research was used to obtain the correlation between two variables namely: SQ3R method as the independent variable (X) and

students' reading comprehension as the dependent variable (Y). The writer used questionnaire to find out the SQ3R method and test was used to find out the students' reading comprehension.

1. Find out SQ3R Method in reading English textbook

To clarify all answer in the questionnaire, the writer recapitulated all the data. Therefore, it can be seen on the table of recapitulation for questionnaire on the second year of SMPN 3 Pangkalan Kuras.

**TABLE XXVI**  
**RECAPITULATION OF SQ3R METHOD AND READING**  
**COMPREHENSION**

No	SQ3R method	reading comprehension
1	74	50
2	73	90
3	69	75
4	76	50

5	68	75
6	65	50
7	67	50
8	69	60
9	68	75
10	74	55
11	63	50
12	60	65
13	73	60
14	67	60
15	76	60
16	75	60
17	65	55
18	67	60
19	75	65
20	63	55
21	62	65
22	61	50
23	75	65
24	63	60
25	61	70
26	73	55
27	65	75
28	66	65
29	61	60
30	55	70
Total	2191	1780
Mean	73,03	59,5

The SQ3R method in reading English textbook is 73,03 it can be concluded that the SQ3R method in reading English textbook at the second year of SMPN 3 Pangkalan Kuras is good.

## 2. Find out students' reading comprehension.

The writer categorized the result of the test as follow:

- a. There are 1 students who get the score very good

90

- b. There are 6 students who get the score good

70, 70, 75, 75, 75

c. There are 13 students who get the enough

60, 60, 60, 60, 60, 60, 60, 60, 60, 65, 65, 65, 65, 65

d. There are 10 students who get the less

50, 50, 50, 50, 50, 50, 55, 55, 55, 55

To clarify all answers in the test, the writer recapitulated all the data.

Therefore, it can be seen on the table of recapitulation for the score of students' reading comprehension on the second year of SMPN 3 Pangkalan kuras.

**TABLE XXVII**

**THE SCORE OF STUDENTS' READING COMPREHENSION**

X	F	FX
90	1	90
75	3	225
70	2	140
65	5	325
60	8	480

55	4	220
50	6	300
	N=30	$\Sigma fx=1780$

The table above shows that:

$$\Sigma fx = 1780$$

$$N = 30$$

$$MX = \frac{\Sigma fx}{N}$$

$$MX = \frac{1780}{30}$$

$$= 59,3$$

To interpret in which level is the students' reading comprehension.

The scale bellow is used:

80 – 100 = Very good

66 – 79 = Good

56 -65 = Enough

40– 55 = Less

30-39 = Fail (Adapted from Suharsimi

Arikunto)

So, the students' reading comprehension is 59,3 it can be concluded that students' reading comprehension at the second year of SMPN 3 Pangkalan Kuras is Enough.

### 3. Find out the correlation between SQ3R method and reading comprehension

The high correlation between variables is stated in correlation coefficient. Correlation coefficient can be positive (+) and negative (-). Correlation coefficient is positive (+) when there is positive correlation between two variables. While correlation coefficient is negative (-), means that there is negative correlation between two variables. Although, positive (+) or negative (-) is not influence of high or low score of correlation coefficient, the sign only show direction of correlation both of them. It is necessary to conduct descriptive statistics by using SPSS version 17.00 explained in the following:

TABLE XXVII

Descriptive Statistics			
	Mean	Std. Deviation	N
SQ3R Methode	78.7667	11.41289	30
Reading Comprehension	61.8333	9.69210	30

The table above shows about mean, standard deviation and N of each variables. Variables of SQ3R method mean: 78.7667 standard Deviation: 11.41289 and N:30, and than, variable of reading comprehension mean: 61.8333 standard Deviation: 9.69210 and N:30.



TABLE XXIX

Correlations			
		SQ3R Methode	Reading Comprehension
Students' SQ3R Methode	Pearson Correlation	1	.381 <sup>*</sup>
	Sig. (2-tailed)		.038
	N	30	30
Students' Reading Comprehension	Pearson Correlation	.381 <sup>*</sup>	1
	Sig. (2-tailed)	.038	
	N	30	30

From the table above, the variable of correlation coefficient Of the SQ3R method and reading comprehension = 0,381 sig. (2tailed) = 0,038, the interpretation is as follows:

1. the score of correlation coefficient  $0,381 > 0,349$  in significant standard 5% and 0, 463 in significant standard 1% (see table product moment). It means that  $H_0$  is accepted and  $H_a$  is rejected which indicates that there is no significant correlation between SQ3R method and reading comprehension.
2. the probability score or sig.(2-tailed) is  $0,38 > 0,05$ . It means that  $H_0$  is accepted. On the other word, there is no significant correlation between SQ3R method and reading comprehension.
3. The outputs above show that there is a sign that means that there is no significant correlation between SQ3R method and reading comprehension.

Direction of correlation between two variables is negative. It means that, even though the teacher has applied and taught the SQ3R method to the students, it does not influence students' reading comprehension, so the SQ3R method has no relation with reading comprehension.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. The Conclusion**

Based on the research finding as presented in the previous chapter, the conclusion that can be drawn as follows:

1. After presenting the findings in the chapter IV, the writer concludes that there is no significant correlation between SQ3R method and reading comprehension. It can be seen from statistic of SQ3R method , mean: 78.7667 standard Deviation: 11.41289. while the reading comprehension mean: 61.8333 standard Deviation: 9.69210. it can be conclude that the result of reading comprehension is 59 categorized as “enough”.
2. this research investigates the question of whether there is systematic relationship of SQ3R method and reading comprehension. There are two variables in this research; independent and dependent variables. The independent variable is SQ3R method which is labeled as “X” and dependent variable is reading comprehension which is labeled as “Y”. the score of correlation coefficient  $0,381 > 0,349$  in significant standard 5% and  $0,463$  in significant standard 1% (see table product moment). It means that  $H_0$  is accepted and  $H_a$  is rejected which indicates that there is no significant correlation between SQ3R method and reading comprehension.
3. The probability score or sig. (2-tailed) is  $0,38 > 0,05$ . It means that  $H_0$  is accepted. On the other hand, there is no significant correlation between SQ3R method and reading comprehension.

There is no correlation between SQ3R method and reading comprehension of the second year students of SMPN 3 Pangkalan Kuras. It means that the alternative hypothesis is rejected and the null hypothesis is accepted. This result based on the step of analyzing SPSS.

## **B. Suggestion**

From the result of the study, it can be taken some suggestion for those who have concern to this thesis. It suggested that the result of the study can improve the SQ3R method in reading comprehension.

Based on conclusion above there are some suggestions proposed as follows:

### **1. Suggestion for teacher**

A teacher is one of the most important educational components in learning process. To make the students understand whay they read, teacher have to help the students to be easier to comprehend what they read. SQ3R method is one of good method that can help students in comprehend text. So that the teacher have to improve the SQ3R method in reading for comprehension.

### **2. Suggestion for students**

The purpose of learning reading is comprehansion. Besides mastering vocabulary, understanding of using method also can help students to easier in comprehand text. So that, the students should improve and understand of SQ3R method.

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